

ORDER

U.S. DEPARTMENT OF TRANSPORTATION
FEDERAL AVIATION ADMINISTRATION
WESTERN-PACIFIC REGION

WP FS 3140.4

10/22/99

SUBJ: WESTERN-PACIFIC FLIGHT STANDARDS MENTORING PROGRAM

1. **PURPOSE.** This order recognizes "mentoring" as a process which provides a pool of resources to augment existing programs in the assistance and guidance of our employees.
2. **DISTRIBUTION.** This order is distributed to all employees in the Western-Pacific Region Flight Standards Division and Field Offices.
3. **BACKGROUND.**
 - a. One challenge facing Flight Standards is to continually improve serving a rapidly changing industry. In 1991, the Flight Standards Service, through the Quality Management Council, committed itself to "create an organizational culture and working environment which allows for accomplishment of the organization's program direction." One of the strategic goals is "commitment to people through an organization that promotes empowerment and accountability and that employs a well trained, skilled, and qualified work force." The Western-Pacific Region's Flight Standards philosophy through Partnership for Safety is to "create a corporate culture and capacity which embraces: **PEOPLE**. Train them, trust them, and give them the tools to do their job..."
 - b. Flight Standards has created and/or revised a number of employee education and enrichment programs, such as: orientation, On-The-Job training (OJT), Individual Development Plans, and the Flight Standards Master Training Plan. Similar programs also exist in the FAA and the Department of Transportation, i.e., Women's Executive Leadership Program, and the Senior Executive Service Candidate Development Program. Effective mentoring will strengthen and enhance the participation of Flight Standards employees in these programs.
 - c. Mentoring is a key step to managing cultural change within Flight Standards and creating an alignment with Flight Standards values and strategic direction. Mentoring, as described in this order, is consistent with the values and goals outlined in the Flight Standards Strategic Approach to Management. The mentoring process described below links existing and new programs in a manner which promotes overall professional growth throughout Flight Standards.
4. **DEFINITIONS.**
 - a. Initial phase of employment. In most cases, this will be the employee's first year of employment with Flight Standards.

b. **New employee.** An employee in the **initial phase of employment** with Flight Standards.

c. **Established employee.** An employee who has completed the initial phase of employment.

d. **Mentor.** For the purpose of this order, the mentor is an employee who volunteers and is selected in accordance with paragraph 7 of this order and who conducts the activities outlined in this order. The mentor role is not a full time position, but is an ancillary duty. The person in the mentor role may also serve in additional roles, such as the designated OJT instructor, new employee sponsor, or conductor of employee orientation.

e. **Mentoring.** As used in this order mentoring describes a process which serves a number of purposes, including:

(1) Actively working with new employees to help in their assimilation into the Flight Standards culture;

(2) Providing a source of current expertise and knowledge for established employees in the examination and development of career paths;

(3) Serving as a source of assistance to supervisors interfacing with employees;

(4) Perpetuating the Flight Standards values, philosophy, and work ethic; and

(5) Providing a mechanism which will enhance the personal growth of individual mentors.

(6) An effective mentoring process should also result in better placement of employees in positions commensurate with their skills and job interests and reduced employee turnover.

f. **Regional focal point.** The Flight Standards Division Manager or his designee.

g. **Field Office focal point.** The Field Office Manager in each Flight Standards Field Office.

h. **Partner Pairs.** Field Office Manager and Office PASS Union Representative.

5. **MENTORING WITHIN FLIGHT STANDARDS.** Flight Standards employees encounter a number of programs upon entry into the organization and throughout their careers. Mentors are highly knowledgeable and are a experienced source of information and guidance for both new and established Flight Standards employees. Mentors provide counsel and help outside of the formalized organizational structure, augmenting and adding value to existing programs and directly assisting employees in non-technical areas. Mentoring allows new and established employees an opportunity to discuss problems relative to the work place, job change and relocation with an empathetic and knowledgeable co-worker. Mentoring may also allow an employee to resolve issues relative to job assimilation on a informal basis, in an objective manner within a short period of time. Mentors are expected to provide stability and strong support to employees as they transition through their careers.

a. **A new employee** will encounter a variety of people in different roles. He or she will be greeted by an appointed person to usher him or her around, be assigned to an OJT trainer, meet a number of specialty program managers, and, in many cases, be represented by a union. For the new or transferring employee, the mentor will have access to sources of information about housing, schools, transportation, shopping and other community resources in a new location. During the employee's initial entry into the

organization, the mentor will provide counsel, clarification and support to the new employee as needed or when requested.

b. As the employee becomes established, usually after the first year, mentors would continue to be available for ongoing support and counseling while expanding the role to career guidance and advice. Through knowledge, mentor training, and the availability of programmatic information in the many programs that exist, mentors should be able to call upon a number of options to aid the employee in examining potential career paths and programs, thereby making career counseling available at a peer level. In this manner, the mentor can supplement the supervisory structure by providing employees with additional time and a greater depth of knowledge.

6. **RESPONSIBILITIES.**

a. Western-Pacific Flight Standards Division Manager provides oversight communication and program continuity.

b. Field Office Managers are responsible for establishing, in coordination with supervisory personnel and union representatives, local procedures initiating mentoring.

c. Managers/Supervisors are responsible to:

(1) Actively support and recognize mentoring and the individuals engaged in its accomplishment.

(2) Schedule new mentors for initial and follow-on training.

(3) Assure that the new employee is made aware of the concepts and philosophy of mentoring and is introduced to mentors assigned or available to them as soon as possible after entering on duty.

(4) Provide quarterly feedback to the mentor after review of the MENTORING PROGRAM EVALUATION forms.

(5) Provide program communication and coordination between the regional focal point and the field office mentors.

(6) Coordinate between the employee and the employee's mentor.

(7) Maintain current information files and libraries to aid in employee mentoring.

d. Partner Pairs are responsible for: identifying potential candidates to be trained as mentors.

e. Mentors are responsible for:

(1) Actively participating in mentoring.

(2) Providing ongoing input to the Supervisor to improve the mentoring process.

(3) Actively staying abreast of change and information which would be useful to new employees.

(4) Sharing information with other mentors to enhance system effectiveness.

(5) Contacting the new employee after an entrance on duty date has been established.

f. New employees are responsible for:

(1) Actively participating with the assigned mentor.

(2) Utilizing the mentoring program as an aid in the formation of career development.

(3) Providing feedback to management concerning the mentoring program's effectiveness and quality by completing and submitting the MENTORING PROGRAM EVALUATION Contained in Appendix 2 on a quarterly basis.

g. Established employees who participate voluntarily in mentoring may.

(1) Use mentoring as an aid in the formation of career development; e.g. individual development plan.

(2) Provide feedback to management concerning the mentoring program's effectiveness and quality by completing and submitting the MENTORING PROGRAM EVALUATION contained in Appendix 2 on a quarterly basis.

7. **SELECTION OF MENTORS.** The Partner Pair shall assure that adequate numbers of mentors are assigned and readily available to assist new and established employees on request. As a minimum, there should be at least one mentor available in locations with 25 or more employees.

a. Prospective mentors shall meet the following criteria:

(1) They must be knowledgeable and experienced in organizational and career development activities and programs.

(2) They should reflect positive Flight Standards attributes and values, i.e., portray a professional image, be received as a "team player", and be "people-oriented" with good communication skills.

(3) They should have a minimum of two years experience in the Flight Standards organization.

(4) Individuals selected must have the ability to deal effectively with sensitive and confidential information.

(5) Mentors should have empathy for the problems of others, maturity, honesty in dealing with others and a personal commitment to the organizational culture and values of Flight Standards.

(6) Mentors must have the ability to communicate effectively with employees and managers at all levels;

(7) Mentors must exercise mature judgment under pressure and in the face of highly sensitive or emotion laden situations.

(8) Mentors must have the ability to effectively gather and analyze information pertinent to the questions or issues raised by the employee;

(9) Mentors must be able to plan and organize work activities to accommodate the demands of serving as a mentor.

b. The selection process for mentoring begins with the identification of any informal mentoring that may exist. Mentors may be nominated by themselves, their peers, or by management. In each case, the nomination will be by memorandum to the Partner Pair.

c. Employees assigned as mentors as an ancillary duty shall have documentation attached to the official position description.

8. **MENTOR TRAINING.** The mentor will receive training on the subject matter listed in Appendix 1.

9. **MENTOR ACTIONS.** Although the intent of mentoring is to provide a long-term point of contact for employees, a more active application of mentoring will take place during the employee's initial phase of employment. Greater impetus lies with management during this initial phase. During the initial phase of employment, the mentor will:

a. Prior to entrance on duty in the facility/office, offer assistance on housing schools, transportation, and other off the job needs that a new or relocating employee will face.

b. Familiar with the local orientation program and should be available to a new employee soon after the employee completes the orientation program.

c. Ensure continued contact with the employee on at least a monthly basis;

d. Additionally, mentors will be available to any established employee who might wish to take advantage of the mentor's expertise and knowledge on a voluntary basis.

e. Even though a mentor is assigned to newly hired employees upon entry into the work force, employees may interact with any mentor of their choosing based upon availability, knowledge, skills, or personal desires.

10. **RELATIONSHIP TO THE OTHER PROGRAMS.**

a. The mentoring process is an additional tool available to all employees. The mentor must have a broad knowledge of at least the following FAA programs and be able to provide the employee with information on those programs: the negotiated grievance procedure (PASS Agreement), Partnership for Safety (PFS) the FAA's Civil Rights Program, the Employee Assistance Program, or an established appeals system.

b. The mentor should not serve as an advocate or representative for the employee. For example a mentor should assist a new employee in understanding the concepts of performing a job task, but cannot replace the assigned OJT instructor, nor the supervisor who is responsible for evaluating the employee's performance in training.

11. **PROGRAM ANALYSIS**. Mentoring will be reviewed and revalidated in all aspects every three years from the date of this order.

12. **DIRECTIVE FEEDBACK**. All Western-Pacific Flight Standards employees are encouraged to identify the need for policy and procedural guidance that will ensure efficient work accomplishment. If you have noted a deficiency, please use the attached FAA Form 1320-9, Directive Feedback Information, to submit your comments to the Planning and Program Management Branch, AWP-210.



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TRAINING PROGRAMS

1. A comprehensive initial training program for mentors will be established. The initial mentor training program will consist of classroom and experiential training in at least the following areas:

a. All pertinent orders, notices, and handbooks with which the new employee will be working during the first year. The mentor should be familiar with these in preparation for counseling new employees.

b. Employee orientation programs conducted at local organizational levels. The mentor should be prepared to augment the orientation program through:

(1) Explanation and expansion of the subject matter covered in the orientation program, and

(2) Additional instruction when required or requested.

c. Individual Development Program (IDP) planning.

d. The organization structure and potential career pathways.

e. Labor relations training and union contract.

f. Specialized organizational programs.

g. Group dynamics

h. Communication skills training

i. Counseling skills such as "Listening Skills" training.

MENTORING PROGRAM EVALUATION

CIRCLE ONE

1. WERE YOU CONTACTED ON A REGULAR BASIS BY YOUR MENTOR? YES NO
2. DID YOU ACTIVELY SEEK OUT YOUR MENTOR FOR ADVICE? YES NO
3. WILL YOU VOLUNTARILY CONTINUE WITH A MENTOR? YES NO
4. WAS THERE ENOUGH CONTACT IN THE FIRST YEAR? YES NO
- HOW OFTEN DID YOU MEET? _____
5. WOULD YOU RECOMMEND TO FELLOW EMPLOYEES THAT THEY USE THE SERVICES OF A MENTOR? YES NO
6. WAS YOUR MENTOR(S) ADEQUATELY PREPARED AND KNOWLEDGABLE IN AREAS WHERE YOU NEEDED INFORMATION? YES NO
7. DO YOU RECOMMEND THAT MENTORING BE CONTINUED? YES NO
8. ON A SCALE OF 1 TO 10, HOW EFFECTIVE WAS MENTORING FOR YOU?

(INEFFECTIVE) 1—2—3—4—5—6—7—8—9—10 (EFFECTIVE)

ON A SEPARATE SHEET OF PAPER PLEASE OFFER COMMENTS OR SUGGESTIONS YOU FEEL WILL BE USEFUL IN EVALUATING THE EFFECTIVENESS OF MENTORING IN FLIGHT STANDARDS

PERIOD COVERED BY THIS EVALUATION _____

NAME _____

DATE _____

(Please Print)